



## **Week 1 Assignment: Personal Digital Story**

### **Overview**

In this assignment, you will use editing software and digital photos to create a short (no more than two minutes long) personal digital story. You can use either Microsoft's Photo Story 3 or Apple's iMovie to edit your movie. Both are available at no cost online.

When finished, you will post your final movie to your course wiki as well as a free online video Web site, such as YouTube or TeacherTube.

**You must complete this activity by the end of Week 1.**

## Rubric

Use this rubric to guide your work on the Assignment.

Tasks ↓	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Point of View - Purpose (20 points)</b>	Student establishes a purpose early on and maintains a clear focus throughout. <b>(20 points)</b>	Student establishes a purpose early on and maintains focus for most of the presentation. <b>(17 points)</b>	There are a few lapses in focus, but the purpose is fairly clear. <b>(15 points)</b>	There is no discernable point of view. <b>(0 points)</b>
<b>Voice - Pacing (20 points)</b>	The pacing (rhythm and voice punctuation) fit the storyline and help the audience really "get into" the story. <b>(20 points)</b>	The student occasionally speaks too quickly or too slowly for the storyline. The pacing (rhythm and voice punctuation) is relatively engaging for the audience. <b>(17 points)</b>	The student tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story. The audience is not consistently engaged. <b>(15 points)</b>	There is no consistent voice or pacing. <b>(0 points)</b>
<b>Images (20 points)</b>	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphor. <b>(20 points)</b>	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphor. <b>(17 points)</b>	An attempt is made to use images to create an atmosphere/ tone, but it needs more work. Image choice is somewhat logical but rarely symbolic and/or metaphoric. <b>(15 points)</b>	Image choice is illogical and/or distracting. <b>(0 points)</b>
<b>Economy (20 points)</b>	The story is told with exactly the right amount of detail throughout. It does not seem too short or too long. <b>(20 points)</b>	The story composition is typically good, though it seems to drag somewhat or needs slightly more detail in one or two sections. <b>(17 points)</b>	The story seems to need more editing. It is noticeably too long or too short in more than one section. <b>(15 points)</b>	The story lacks detail, coherent composition, and/or effective, necessary editing. <b>(0 points)</b>

<b>Grammar (20 points)</b>	Grammar and usage are correct (for the dialect chosen), and contribute to clarity, style, and character development. <b>(20 points)</b>	Grammar and usage are usually correct (for the dialect chosen), and errors do not seriously detract from the story. <b>(17 points)</b>	Grammar and usage are usually correct, but errors tend to detract from the story. <b>(15 points)</b>	The grammar and usage are incorrect and inappropriate. <b>(0 points)</b>
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## Week 1 Assignment: Personal Digital Story

In this assignment, you will use digital photos and editing software to create a personal digital story. You will collaborate with a partner, but each person must complete this activity individually. Peer review is an excellent learning strategy.

Begin by reviewing examples at the Center for Digital Storytelling's Web site:

<http://www.storycenter.org/stories/>.

### Part One: Writing the Script

1. Using Lambert's guide to the interview technique (pages 3 – 8 from this week's reading, *Digital Story Cookbook*), interview someone in your discussion group. Use e-mail to ask and answer the questions.

**Note: Ensure that everyone in your group has the opportunity to interview and be interviewed.**

2. Following Lambert's suggestion, write your story on one 4 x 6 index card, and/or use the Robert Frost example to get started.
3. Write a script for your video. The script should be no more than one double-spaced, typed page (or a length appropriate to create a two-minute story when narrated).
4. Exchange scripts with your partner and discuss online. Make refinements as needed.
5. Copy and paste a copy of your script in the workspace below.

### Video Script

Paste a copy of your video script here.

#### *Tracks to the Future, Ties to the Past*

Toy trains. Real trains. Trains have always connected me to my family and shaped my life.

For reasons I will never know, trains have been a constant throughout my life. I never had a relative who worked for the railroad, never lived next to a busy rail line. And yet, from my earliest memories, I loved trains big and small. Through good times and bad, trains kept me on track to my future, their rails like silver threads running through the fabric of my life.

Before I was two years old, I played incessantly with the pull-train Mother bought for me at the 5 & 10. When Grannie read to me, she knew that "*The Little Engine that Could*"

and “*The Little Red Caboose*” were sure to please. As I grew, Dad was always ready for a trip to the Albuquerque Depot, sacrificing his day off so that I could watch the trains. Bells clanging, whistles blaring, the ground trembling as those powerful trains rumbled by, their pungent smoke filling my nostrils; it was pure bliss, almost more than a four-year-old could bear! By the time I started school, even my favorite aunt and uncle joined in, giving me a Marx electric train that I still proudly run today.

The funny thing is, although the trains were always my focus, those trains tied me to my family, connected me to their love as surely as those big iron couplers held that train together. Whether parked trackside with Mother at railroad yards while I watched trains switch cars, or listening as Dad showed me how to set up my latest toy train, train time was always family time; train time was *love*. When times were bad, when my parents argued or when I was sick, the trains were there to remind me of better times, and reassure me that I was loved. As the years rolled on, trains and love and family remained, but now I was the one driving when Grannie and I went to see the trains.

Today I am sad to say that all my family has passed; but my love for trains lives on. When I see trains at railroad crossings, or run the toy trains of my youth on my layout, they still tie me to the past, connecting me to the love that lives on in my heart.

## Part Two: Creating the Video

1. Using your script as a guide, create a storyboard in a format that you can share with your partner. Refer to Lambert's suggestions for ideas; in particular, note how the example digital story comes together on a one-page storyboard.
2. Exchange storyboards with your partner and discuss your ideas online. Make refinements as needed.
3. Using the storyboard as a guide, obtain the required digital images, such as by taking digital photos, scanning in physical photos, or finding photos on the Web (i.e., Flickr, Google Images, etc).

4. Using either the latest version of Microsoft's Photo Story or Apple's iMovie, edit the photos into a personal digital story.

Note: Both pieces of software are available online at no charge. Additionally, you can find instructions at the following locations:

- Photo Story 3:

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/tips/firststory.msp>

- iMovie: <http://www.ischool.utexas.edu/technology/tutorials/graphics/imovie/1create.html>

5. Ensure that your narration can be heard. Adding music from Photo Story 3 is an option.
6. Build and save your digital story in a format that can be played back online. This action gives you a .wmv file format for Windows Media Player if you are using a PC.
7. Upload your digital story to the following locations:
  - Your course wiki (Note: Use the one you created for EDLD 5306; add a new page for this video)
8. One of the following free video hosting Web sites: YouTube (<http://www.youtube.com>) or TeacherTube (<http://www.teachertube.com>), Reflect on the experience of creating the personal digital story on your blog. (Note: Use the one you created for EDLD 5306.)
9. Complete this table to direct your coach and professor to your blog and video posts.

<b>What is your blog's URL?</b> <b>When did you post the Week 1 submission (time/date)?</b>	<a href="http://educatingforourfuture.blogspot.com">http://educatingforourfuture.blogspot.com</a> This assignment posted specifically at subpage <a href="http://educatingforourfuture.blogspot.com/2010/08/edld-5363-personal-digital-story.html">http://educatingforourfuture.blogspot.com/2010/08/edld-5363-personal-digital-story.html</a> Posted Tuesday, August 31, 10:30pm
<b>What is your wiki's URL?</b> <b>When did you post the Week 1 video</b>	<a href="http://listentothenatives.wikispaces.com">http://listentothenatives.wikispaces.com</a> This assignment posted specifically at subpage <a href="http://listentothenatives.wikispaces.com/EDLD+5363+Digital+Storytelling+Project">http://listentothenatives.wikispaces.com/EDLD+5363+Digital+Storytelling+Project</a> Posted Tuesday, August 31, 11:30pm

(time/date)?	
What is the URL of the free site where you posted your video? When did you post it?	<a href="http://www.youtube.com/watch?v=kOnv2Ne2MEA">http://www.youtube.com/watch?v=kOnv2Ne2MEA</a>  Posted Tuesday, August 31, 10:00pm